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HAPPY SINGING, Dykema and Others. C. C. Birchard and Company, Boston.

Fighting for Freedom

Official declarations, addresses, public documents, the writings of leaders in thought and action, have been brought together in *Fighting for Freedom*, an important reference book for every school and college library. In it one may find the exact text of the Atlantic Charter, the speeches of Churchill, Stalin, Roosevelt, DeGaulle; part of *Mein Kampf*—in fact a hundred or two of the most significant utterances for and against human rights that heve been heard since the Declaration of Independence.

The greater part of the volume concerns World War Two, and one may read a fairly complete history of that war by going through these pages. The statements of Stalin are worthy of review in the light or shadow of postwar peacemaking difficulties and rivalries. The Soviets seemed at the time to be fighting for the same high ends as all the rest of us. The nations Hitler had conquered were to be restored to their own inhabitants, who would be allowed to rule themselves as they saw fit. Churchill foresaw the dangers of dissension after the war. It is good to have so many of the winged words pinned down in print for sober reflection while peace is being hammered out so slowly and so hardly.

FIGHTING FOR FREEDOM, edited by Hansen, Herndon and Langsdorf. John C. Winston Company, Philadelphia. $4.50.

So You Were Elected

Do your student leaders need more steering than you have time to give them? If so, Ballard and McKown's *So You Were Elected* may be what you are looking for.

This sensible little book talks to students on their own level about the practical problems of office holding. It does not preach, but neither does it hesitate to suggest that a few idealistic qualifications are expected from leaders.

The text is divided into sections, part one including discussion of the duties of various offices, parliamentary procedure and constitution making, and part two containing a wealth of activity suggestions.

All or portions of the text may be recommended to the student candidate as the need arises. Teachers will find the book helpful because it expresses a constructive philosophy in such a way that Tom, Dick or Jane should accept it cheerfully.

SO YOU WERE ELECTED! Ballard and McKown. McGraw Hill Book Company, New York. $1.80.

We Three

No one can say that any conspiracy exists to neglect reading. Count that day lost on which no new reader emerges from the press and bindery. Here, for instance, is *We Three*. It is designed to arrive late in the first year of reading, and to encourage independent progress.

The child is shown how to attack new words that differ only slightly from words already learned. From "red" to "Ted" is no great jump. Nor are the endings *s*, *ed* and *ing* too hard to handle, once the child has been alerted to them. So, by acquiring a few consonant sounds and a little courage, one becomes a miniature Columbus as it were.

And what of the lands to be discovered? Not barren of interest, those lands. We have seen stories for grownups that can be put aside with relief. To our astonishment, we don't find the incidents in *We Three* half so boring. We predict that the teacher will not be bored. And if she is not bored, the children won't have that to contend with anyway and can get right down to business and be reading on their own before saying Jack Robinson, which they have no cause to say. So that gives the slow ones time to catch up. The teacher is expected to help these slow ones and is given useful hints, of course.

WE THREE, Artlay and Gray. Scott Foresman and Company, Chicago. $.96.

Unity and Difference

The Institute for Religious and Social Studies has produced two collections of addresses that should awaken thought about our free institutions and how they can be made more free, more promotive of the common good. *Foundations of Democracy* digs into the past to discover the channels through which our liberties have come to us, what these liberties imply and why they must be cherished, perpetuated, and achieved. The companion volume, *Unity and Difference in American Life*, treats more specifically the divisive forces in our life today and offers suggestions that represent the conclusions of some unusually able minds. Thus we hear from Ralph W. Sockman, R. M. MacIver, Allan Nevins, Rabbi Louis Finkelstein, Vilhjalmum Stefansson and others. The purport of their messages is the need for conquering our prejudices. The worst of these, according to Dr. Clyde Miller, are four in number: the notions that our particular religion, race or class is the only one worthy of respect, and the idea of scarcity—as if there would not be enough food and comfort to go around and we should see that our group gets the first grab. The crudity of expression here is ours, not Dr. Miller's.

Both these books deserve wide reading, for they handle without gloves a number of our most explosive issues. Also they outline things each citizen

can do toward making the human family more harmonious and happy.

UNITY AND DIFFERENCE IN AMERICAN LIFE, edited by R. M. MacIver.

FOUNDATIONS OF DEMOCRACY, edited by F. Ernest Johnson. Harper and Brothers, New York. $2.00 each.

Physiological Age

A printed thesis on *The Relation of Intelligence to Physiological Age* has us swamped with charts and tables, but we emerge with the author's declaration that physiological age is a better basis than chronological age for sorting pupils into grades. Physiological age is to be determined for this purpose by X-rays of the wrist rather than by height and weight. In this the author got his cue from the findings of Dr. Rotch at Harvard and Dr. George, a Boston Roentgenologist. The test was applied to a hundred ten-year-olds in Minneapolis where Samuel Severson is a principal.

THE RELATION OF INTELLIGENCE TO PHYSIOLOGICAL AGE, S. O. Severson. St. Paul Book Company. $1.50.

New Trigonometry

A text that reflects the teaching experiences of the late war emergency is *New Trigonometry* by Virgil Mallory, already in high repute as an author of mathematics manuals. Better explanatory material was one of the war developments. "Self-teaching" texts were called for and many that deserved that rating were produced.

The self teaching idea has been embodied in this new guide book into the secrets of the triangle. Exercises are abundant and well based on the steps that have preceded. Frequent questions and tests keep the learner on his mettle. Interesting notes on the history of trigonometry occur from time to time. Applications of the subject to navigation, surveying, aeronautics, range-finding and other scientific uses are encounterred constantly. Both plane and spherical aspects are covered, and there are the usual four-place tables, natural and logarithmic. This *New Trigonometry* if aided and abetted by a good teacher ought to cut student failures to a minimum.

NEW TRIGONOMETRY, Virgil Mallory, Benj. H. Sanborn and Company, Chicago. $2.00.

Why Pupils Fail in Reading

Reading disability presents problems of utmost complexity. To learn how many and what factors may be involved, consult *Why Pupils Fail in Reading*. In this volume are the latest findings as to visual, auditory, emotional, glandular, environmental, social and other causes or accompaniments of poor reading. The details are highly statistical and in many respects quite inconclusive, and you may take refuge in the summaries. If you manage to hold on into part two, you will find case studies of thirty children, selected for their lack of alacrity in literary intake. These thirty children were separately examined by a dozen experts in nearly as many ologies. Each child was then the subject of a group conference and a form of treatment was adopted. In some instances no improvement occurred. In most instances, however, there were noteworthy gains. An outstanding conclusion from these studies is that conditions in the home, especially family disunity or tensions, are among the commonest, least suspected, causes of the pupil's failure in reading. Such failure, in turn, seems frequently to have a bearing on truancy and delinquency.

How any ordinary teacher can guess which specialists should be summoned in the more puzzling cases, is a discouraging question. If a dozen specialists along different lines failed to find remedies, a great deal must still remain to be discovered, and the perplexities of the teacher and supervisor of reading are due to increase rather than diminish.

WHY PUPILS FAIL IN READING, Helen M. Robinson. University of Chicago Press, Chicago. $3.00.

Smith Unbound

Two truth-seekers hold a sort of bull session on the subject of education, giving the resulting volume the bright and exciting label, *Smith Unbound*. Smith is a common or garden variety of college undergraduate, who is promised delivery from his present chains when and if his institution adopts the fourteen points more or less elucidated by the authors. One should have a taste for philosophic discourse and take keen delight in occasional pearls of humor, to enjoy the removal of poor Smith's fetters. When this is done the fellow will have little to do but contemplate Shakespeare, Euclid, Durer and Rembrandt, while listening to Bach's music, poking into a dictionary or an historical atlas, and conversing with his instructors about this and that. Free as he is to be, Smith must learn to think, to express himself in words, and to understand what others are trying to express. Naturally there is much more to it than can be offered here. Much of it is rather fantastic. Often the point is concealed in a haystack of words. But traditional education gets quite an overhauling and may never be the same again in the mind of the reader, though in the college halls it will not be much affected.

Perhaps there will be general agreement that Smith's situation needs deeper consideration than it normally receives from those who have him in charge for allegedly educational purposes. Smith has very little comprehension of why he is there. His instructors probably have even less. He is there because he is there, and they are there to do what they are underpaid to do. That use of "underpaid" came straight from the book and goes to show how witty it is in spots.

SMITH UNBOUND, by Dilworth and Leuba. Macmillan Company, New York. $2.50.

U.S.A.—A History

The better history books are few in number. *United States of America—A History* tells the dramatic story with a sense of proportion, an idea of relationships and reasons. The suggested readings and activities are unusually well done. In many instances, the student is asked not only for a reply but to justify his answer. For a high school text that is more than a list of presidents or a chronicle of wars, dip into this one. It admits mixed motives and mistakes in our past but does not go so far as to destroy the glory that can honestly be claimed for this land.

UNITED STATES OF AMERICA—A HISTORY, Riegel and Haugh. Charles Scribner's Sons, New York. $2.92.

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Editorials

In Defense of Ivory Towers

Ivory Towers have long been symbols of remoteness from everyday life. But for some time past those beautiful bastions have been the objects of attack by so called practical persons. The fellow who inhabits an ivory tower nowadays is neither remote nor secure.

Yet there is much to be said in favor of the ivory tower. Some of the greatest thoughts are produced in solitary detachment. No doubt the thinker has had and will have again a good many contacts with life and people and those real situations that create problems. But the answers to those problems frequently refuse to come while one is in the thick of things, the hum and roar of action. Only in the quiet, lonely place can reflection do its work. Vision from a mountain top is clearest.

During the summer, people in hammocks under trees, sitting beside brooks or wading in them with pole and line; people walking or riding along country roads; people toiling by themselves in isolated den or laboratory—these are the ones most prepared to see matters whole and in true perspective. Today's confusion of a world groping for recovery from the worst and logically the last of wars, will never be resolved by following a mob, too noisy and emotional for thought. A leader will step down from his mountain or his ivory tower, we hope; one who has been there not too long or constantly, but long enough.

Don't knock down those ivory towers. We need them.

Vocational Choices

The placement director of San Francisco Junior College finds that many young men are too ambitious. They want to enter law, medicine or engineering although they lack capacity and should choose something more within their reach.

Similar want of realism has been observed at Eastern High School, Washington, D. C., where seniors in 1940 and 1946 were questioned about their post-graduation plans. More than half the boys expressed their intention of becoming professional men, or five times the percentage that the professions normally absorb in a year. Despite the fact that much more demand exists in trades and services, very few meant to enter these fields. Thus, the account printed in *Occupations* magazine for March gives a very disjointed picture of hopes quite unrelated to opportunities and in many instances far above the level of the individual's ability.

Yes, it is hard to put our young people into job categories precisely corresponding with the respective demands. Human beings just don't classify by numbers or percents. Most of the ones regarded as over ambitious will fail to attain their longed-for levels and will fall back upon their second or third choices. But some, a few at least, will disappoint their instructors by climbing to seemingly impossible heights. Their IW's may be mightier than their IQ's. Here "IW" stands for "I will."

Still our guidance people cannot help being discouraged over the way jobs and job preferences are so utterly at variance at the time when some measure of job preparation should be made. Applicants with specialized training have least difficulty in getting placed.

Potbound

Horticulturists tell us that many house plants actually thrive and give forth better flowers if their roots are somewhat cramped for space. "Potbound" is the word for this. Geraniums for example adjust themselves to a small amount of earth and root-room. African violets, on the other hand, must be moved to larger pots as their roots increase.

Evidently then, there are two kinds of plants in this respect, just as there are two kinds of people.

Not All Their Fault

"It isn't all their fault that teachers act that way." This was the conclusion expressed by a Long Island schoolboy of thirteen, after listening to a series of teacher portrayals over an ABC network. The boy went on to say about the teachers, "They may be worrying over milk and meat bills." Thanks to the voluntary efforts of radio and other media for influencing the public, it is becoming plain even to children in their early teens that something is radically wrong in the prevailing attitude toward teachers.

What the Long Island lad meant by "they act that way" can only be surmised. But perhaps enough has been written and observed to make his meaning reasonably clear. Many teachers are careless in their dress and personal grooming. Many act ill at ease and worried. Many lose control of their tempers and fly off the handle—to the great delight of pupils who deliberately try to make them do so.

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All this and more could be induced by a sense of not being an appreciated member of the community but a sort of bond-servant, hired at small pay to keep children off the streets, but not expected to live any life of one's own or to be like regular people.

This is not the side of teaching that your professional journals enjoy talking about. Nor can teachers themselves shake off all the blame. They have been too prone to accept the role assigned to them instead of expressing dignified protest and remaining human.

Yet if one is to remain human, it helps to be treated humanly.

Friends Indeed

Respect for the Quakers grows each year, as this Christian sect gives fresh evidence of its neighborly spirit and practical planning. Look, for example, at the series of work camps which they will operate this coming summer in a dozen states from Connecticut to California. Camps are usually for the recreation of the campers. But the Quaker work camps will contribute real labor to the betterment of human relations in communities where tensions now exist. One camp will build a two-room school in Tennessee. Another will put up a recreation hall for Negroes in Virginia. Playfields in Detroit, a church in Pennsylvania, bridges across a river in the Ozarks—these are but samples. The work camps will provide opportunities for students of high school and college ages to study sociology at first hand and to participate in improving local situations. Teachers are invited to serve as counsellors, dieticians and directors. They will receive no salaries, but their expenses will be covered.

We can think of no way to spend eight weeks with more profit to one's health and spirits or to the general good of America.

Particulars may be had from American Friends Service Committee, 20 South 12 Street, Philadelphia 7, Pennsylvania.

Little Goldfish

Sciences marches on—notably the science of education. This time it's a cluster of professors in the University of Chicago who prod knowledge forward. For, lo and behold, they have rigged up a classroom with concealed cameras, microphones, recording machines, not to mention secret observation galleries so that whatever goes on anywhere in the room may be registered. All but what is inside the heads, you understand.

Most teachers would probably not care to know all this. They would be content with that sixth sense called "eyes-in-the-back-of-her-head." But this is not devised to please the teacher. He or she is one of the goldfish. Teacher is to be supervised, advised and revised, in accordance with what the gallery observes and the machines mark down.

Presumably the younger subjects of the experiment are to be kept in ignorance of the watch set over them. Otherwise the phenomena might be considerably warped. Yet to suppose that a roomful of youngsters doesn't know or won't soon discover all that mysterious apparatus and smell its next to last syllable, seems rather naive.

It all looks from here like one of those great ideas that lead to nowhere.

Standardized Teachers

The present emergency has opened the doors of the teaching profession to thousands of persons lacking the preparation usually demanded for admission. Officials express the hope of reerecting the old standards or even higher ones, as soon as enough candidates can be found to pass the tests.

No one seems to consider that some of the criteria heretofore applied may have been arbitrary or even harmful. Must all teachers be residents of a given locality or state? Must all women teachers be unmarried? Must each teacher have so many credits in education, so called, rather than have whatever it takes to make an educated person?

Certain cities have been so committed to the masters' degrees that they preferred to have many staff vacancies, rather than admit candidates offering only bachelors' ratings.

Standards there must be. The trouble is that those who do the hiring are often too busy or too indifferent to distinguish between applicants who honestly measure up to the important specifications and those who qualify on paper only and perhaps very flimsy paper at that. A pile of credits a foot high does not prove an individual has either the scholarship, the integrity or the understanding essential in a teacher.

The tendency is to glance at the label and accept or reject the package without bothering to know that the essential quality is present.

On the other hand, if there were no standards and selections were left to judgment alone, all sorts of maneuvering might occur to get certain people such as relatives and friends and the daughters of friends into positions they are unfit to hold.

Any standards that obstruct the road to better schools should be abandoned. Such standards as remain should be applied intelligently, not carelessly or superficially.

THE IMPROVEMENT OF TEACHER MORALE

ALVA W. GRAHAM
Chairman, Research Committee
Portland (Oregon) Principals' Association

THE attitudes which young people hold toward teaching were recently set in clear relief by Harold Spears.[1] Questions which he addressed to 102 prospective teachers after ten weeks of practice teaching elicited replies which indicated that they were rather generally disturbed over the prospect facing them. Thirty-two were most disturbed over low salaries accompanied by low prestige returns; 23 were concerned because of the teaching personnel who would be their associates; 23 were distressed because of the rigidity of the high school curriculum. The student teachers mentioned the following items which might all be classed as symptoms of low morale:

1. Pettiness in professional relationships. 2. Lack of cooperation. 3. Intolerance. 4. Professional jealousy. 5. Distorted pupil-teacher relationships. 6. Petty bickerings. 7. Dictatorial methods. 8. Gossiping. 9. Resentment of new teachers by old teachers.

Not a few mentioned teachers "who don't seem to have any reason except habit for continuing in the profession." The comment, "young teachers want to give something to their pupils — but are hampered by a rigid school system," is typical of their observations. Many will agree with Spears that, "School administration, if it is to profit by the unique contribution of each new teacher, must protect the newcomer against the demands of the 'status quo.' "

The Problem of Morale

Consideration, respect and social position for the classroom teacher may be forthcoming eventually from the general public; it should come first from educational administration. A recent N.E.A. research bulletin offers a helpful approach for both personnel and general school administration. The classroom teacher, herself, is revealed by this study as the most useful source of insight into human values as affected by administrative policies. One of the general conclusions of the study is to the effect that Education has much to gain, nothing to lose, by capitalizing, as it has not done in the past, on the thinking of classroom teachers in dealing with personnel policies.[2]

Teacher morale needs to be raised to a much higher level for the welfare of the teaching force today and as a step in the direction of making the profession more attractive to capable young people. Frequently teachers have limited opportunities for adequate personality development. In spite of notable exceptions, they are often placed in subordinate roles in which they are accorded no position of social distinction by their superiors or by the community. Their work is made comparable, in many respects, to that of the factory worker whose responsibility is limited to a few operations and who knows little of the whole process in which he has a part.

The Responsibility of Administration

Educational administration might well follow business administration in its concern for the adjustment and morale of its workers. With industry it is a matter of dollars and cents; with education the stake is tremendously improved educational opportunities for children. Teachers want and need tangible evidence of their importance as teachers and as persons. A program designed to help them to be more effective and designed to raise the social level of the profession could be implimented in large measure by improved personnel practices among school administrators. The obligation to use every possible means to improve teacher morale and mental health stands out clearly. Available studies, although inconclusive, indicate that one-third of our teachers suffer from poor mental health and that one-half of these are in need of psychiatric help.[3] Teachers can be helped to obtain many of the human satisfactions which would enable them to contribute spontaneously and happily to the educational enterprise. The survey, reported below, indicates that school administrators need to concern themselves about an improved program of teacher assignment and adjustment as a step in the direction of improved teacher morale.

Better Personnel Practices

A survey was undertaken in the hope of providing information and ideas which could be used in suggesting improved practices for the schools of Portland, Oregon. The Portland Elementary Principals' Association authorized a study by its Research Committee of the principal's place in the selection of teachers and the related problems of teacher assignment and morale. Fifty-five questionnaires were sent to selected school syitems. All but two returned the questionnaires.

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[1] Spears, Harold — "What Disturbs the Beginning Teacher" — *School Review* — LIII October, 1945 — page 458-63.

[2] N.E.A. Research Bulletin—"*The Teacher Looks at Personnel Administration*" Vol. XXIII, No. 4, (December 1945, Washington, D. C.)

[3] Alilunas, Leo. J. — "Teacher Mental Hygiene" — Journal of Educational Research (May, 1945), pp. 653-65.

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Fifteen systems did little more than check the questions "yes" or "no," but many offered helpful comments and some answered at length with information which has been drawn upon in summarizing the data. From these replies it is evident that school systems vary greatly in the manner in which they select teachers, assign them and help them adjust; especially do they differ in the degree of their concern for the welfare and morale of the teacher. Selected questions and responses are discussed below.

I. *Is there a committee of principals or teachers which assists the Personnel Department?*

Yes	No	No Ans.
19	27	7

A few cities use a committee of principals and teachers to participate in interviews as part of the teacher's examination or to assist the personnel department after the screening examinations. In small cities the tendency is for the superintendent to confer directly with the principal and teachers when a teacher is needed or the question of assignment arises. Several school systems are considering setting up committees in the near future to assist their personnel departments.

II. *Does the prospective teacher have a chance to accept or reject an assignment?*

Yes	No	No Ans.
25	18	10

One reply to this question stated, "At the present time, yes — normally, no." Perhaps one good outcome of the present teacher shortage will be recognition of the value of considering the wishes and the welfare of teachers in the process of seeking suitable placement for them in order to facilitate their successful adjustment.

Another reply, which would be acceptable to many, no doubt, was to the effect that the problem in recent years has not been to select teachers, but rather to find them. It might well be suggested that the difficulty encountered in finding teachers makes it *all the more necessary* to place them in desirable situations and help them maintain a high level of morale. Some small school systems approximate the ultimate in desirable personnel practices in placing teachers by mutual consent of teacher and principal and further, by transferring teachers between buildings on mutual consent of the teacher and both principals.

Some systems which replied "no" to the above question assert that the "no" is theoretical; that teacher desires are respected in so far as possible. A few replies insist that the teacher has a choice, but at the same time, they seem inclined to let her know that if she rejects an assignment she may not get another. In three large city systems, Los Angeles, Pittsburgh, and Boston, the teacher is offered three possible assignments in a given year.

Although there appears to be a slight tendency to be more considerate of the teacher's wishes in these introductory stages, perhaps because of the current shortage, the impression remains that in many systems it is not considered important to give her a voice in the matter of her assignment.

III. *Is an effort made to place teachers in situations where the philosophies and methods they believe in will be well received?*

Yes	No	No Ans.
43	4	6

In spite of the lack of willingness to let the teacher participate in selecting her assignment, general agreement is reached relative to the importance of placing teachers in congenial situations where the things they believe in will be well received. The "yes" responses to this question may be somewhat misleading because the replies give no basis for a conclusion that the majority of personnel departments discuss with the teacher the nature of the school situation to which she is to be assigned or bother to learn anything of the nature of her educational values. Further, no reply indicated that the "effort" to place the teacher satisfactorily included assigning the teacher to a "team" with which she could work effectively and with a "captain" who could understand and appreciate her good qualities. Large systems include schools of all descriptions in terms of educational philosophy and teaching methods. Frequently frustration is the lot of the teacher whose training has prepared her to teach in a manner not acceptable to "the old guard" or to the principal who "runs the show." The information at hand affords no basis for a conclusion that this factor in successful teaching is taken into consideration to the extent of making an analysis of the school's program and the teacher's personality and training, with the object of successful placement in view.

▼

Many cities indicated they approve of the policy of enlisting the active participation of principals and teachers in solving problems of teacher selection and assignment but have not yet made it a matter of practice. Their replies indicate that they are beginning to be concerned about problems of teacher morale. A few insist that they are making an effort which is more than wishful thinking toward placing new teachers with staffs where they can have a reasonable expectation of finding consideration and congeniality.

Replies of many cities indicate an increasing awareness of the importance of improvement in public school personnel practices. Many take a defeatist attitude in emphasizing the difficulties and, their replies indicate, make little effort to learn what can be done or to carry on experimentation. The large systems frequently mentioned size as a handicap, implying that the first-hand relationships which are possible between administrators and teachers in the small system cannot be effectively utilized in large cities. It is true, no doubt, that the large, cumbersome system cannot rest on the

initiative and personal touch which a superintendent or his assistant in a small city can provide; it must develop a constructive program through which its many administrators may work effectively to lift the level of teacher morale. The personal touch and consideration for the welfare of teachers, which is so necessary if they, in turn, are to bring warmth, understanding, and good mental health to the classroom, cannot be left to chance or wishful thinking. A constructive personnel program is needed.

PUBLIC RELATIONS START IN THE CLASSROOM

ALBERT R. BRINKMAN
High School
East Orange, New Jersey

IN MANY communities the Board of Education is the largest single employer while in others the school personnel equals that in local industries. With the bulk of this personnel in primary relationship to the youth of the area, the teacher must be ever alert to his influence as a liaison agent between the school and the home.

Much has been written about schools and the necessity for their having an active public relations program. Yet it is the day-to-day contact between teacher and student which should be considered as the focal aspect of the school's effort to sell itself to the community.

What are the means by which the individual teacher can do his share in promoting community confidence in his school? Suggestions offered here are neither new nor revolutionary but are presented to re-alert some who may have become indifferent to this professional obligation. The position of the teacher as an institutional agent to build public support needs emphasis.

Perhaps the teacher's daily classroom manner could be summarized by using the words of a once popular song—"It Ain't What You Do, It's the Way that You Do It." But let us observe some of the definite procedures the teacher can follow to contribute his measure to the total school effort.

1. *Develop an atmosphere based on a friendly consideration.*

Although this statement sounds like a cliche, many teachers ignore the facts that real learning cannot be achieved in a tense, unfriendly atmosphere. By their very absolutism, so often a defense mechanism, many teachers aggravate an already taut situation. Such adult behavior certainly lessens student respect for the teacher and the profession.

Approachability is not intimacy but rather the mark of an operating situation free of conflict. This "ready, willing and able" attitude of the teacher's is necessary for wholesome working conditions. No small part of this cooperative spirit is recognition of student achievement and helping new students to become adjusted to the classroom situation.

2. *Try to understand your students and their problems.*
3. *Develop a firm but fair procedure of classroom management.*

Nothing can so readily reduce regard for a teacher as his loss of self-control in a trying situation. Often a teacher-student verbal battle reaches a point where it becomes a source of great enjoyment to the class, a struggle between the contestants to see who will lose "face" first. Naturally the discerning teacher meets such a problem by refusing to argue and simply making arrangements for a private conference later.

Recognition of student rights invites respect yet does not indicate weak control. An atmosphere of authoritarian compulsion is incompatable with allegedly sincere intentions to consider student personality. Discipline, or control as some prefer to call it, is necessary but it must be reasonable and just.

4. *Try to be prepared.*
5. *Develop an understanding of the community cultural pattern.*

Misunderstanding of local habits and customs should not result in trying to force compliance with some personal or administrative notion. Intolerant interference with accepted community beliefs and practices is certain to alienate students and their parents. A sincere willingness to cooperate and share divergent viewpoints derived from different cultural backgrounds will build admiration for the teacher and the profession.

Overzealous adherence to academic curricular requirements is often evidence of the teacher's (particularly the teacher-advisor's) not appreciating that local demands and opportunities for placement do not always coincide with traditional school programs.

6. *Try to use competent procedure.*
7. *Develop a clean, presentable appearance.*

Obviously the teacher is not expected to look like a magazine model, but personal interest in such things as shoe shine, hair arrangement, shave, make-up, press, or stains contributes to an overall effect of tidy grooming. Besides attention to personal appearance, alertness to the effect of orderly,

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presentable surroundings is essential. The teacher, in his daily spotlight position before many students, can help set a standard of neatness and cleanliness. Presenting a businesslike appearance, both personally and in one's working habits, has a powerful influence on students which is subsequently conveyed to parents and the community.

8. *Try to have a sense of humor.* Today there is abundant evidence that a teacher shortage exists. Dean Ernest O. Melby, of the New York University School of Education, pointed out recently that many young people are not turning to teaching because, from their school experience, they do not find education "dynamic enough." Is it unreasonable to presume that some of this lack of inclination on their part has been conditioned by contacts with drab personalities and untidy surroundings? Great salary adjustments alone may not lure qualified newcomers to the field.

Consider too the high percentage of students who never reach college but who are forced to conform to a prescribed curricular pattern, much against their will and with little success. This is not wholly the teacher's fault since he is responsible for carrying out the school's educational policies. Also bear in mind the numbers who drop out of school because of a variety of unsavory, teacher-motivated situations.

Many of these "drop-outs" are the ones who carry unpleasant memories of their school experiences *and* they eventually become the community taxpayers. How easily certain mind-sets, actuated by former school contacts, can detrimentally influence public action in demands for teacher salary increases or school plant improvements.

The teacher must recognize his obligation as a constructive interpretative agent for the schools and do his share to overcome or forestall factors which might unfavorably condition community acceptance of the schools. In his daily, face-to-face contact with students, the teacher can do more to eliminate dissent than many high-powered staff efforts to reach the students in an intervening relationship. Yet nothing is as effective in daily teacher-student associations as consistently good teaching.

GOOD LIBRARIES AID GOOD SCHOOLS

MRS. CHESTER JAY OXLEY

ALL OF US know the facts about the teacher shortage, but few of us have given sufficient attention to the possibilities of the library for filling the place of that needed extra instructor. The manifold uses of the library, familiar to forward-looking librarians, but not fully recognized by others, may well be reemphasized at this critical time.

Robots have been devised for many amazing purposes. In recent weeks, the radio has been chattering excitedly about a robot which promises eventually to read any printed page aloud. Such a machine may sometime find a specialized place in education, but we already have available the greatest robot of them all—the book. A book preserves and projects the beauty and the strength of the human intellect, and through books, youth may learn to be "proud to belong to the old, proud pageant of man." Given books, the best possible reading machine is still a pair of eager eyes backed by the curious brain of a growing boy or girl: and perhaps the very best habit which a student can acquire in the schools, the habit which will be most rewarding in his life ahead, is the reading habit, together with knowledge of methods for using a library.

Every educator knows these facts; yet greater appreciation of library values needs to be cultivated. There are still administrators who find no suitable space for housing books, — who think they are building a library by filling some inconvenient cubby hole with sample text books or with musty tomes from the attics of school patrons who have never read these volumes themselves, but are afflicted with the notion that any book is too sacred to be thrown away. Many a dispiriting book is better used as the wood from which the paper-pulp came, — to start a bonfire, — rather than to discourage the awakened perceptions of a youngster seeking living truth.

Treason to my profession though it may be to mention it, there are also librarians of the conservative type, who still think that a library is a reliquary for ancient knowledge, a repository for museum books too precious to be touched by young fingers; who believe that a library stack is in its best condition when every volume is in its exact place according to Dewey.

Just as there are school heads and librarians who are unacquainted with the variety possible in the use of books, so there are teachers who practically stopped their own reading when they finished the last requirement for their graduation theses.

Text-books have of late been too much derided, in the familiar pattern by which we, when once started, often go too far in the

criticism of established institutions. A text-book which has been the fruit of careful research by an expert, can surely do no harm, and can serve as an excellent springboard toward wider knowledge, but teachers should be able and willing to point the way toward further search by the individual student.

Books, whether in small numbers or large, are yet the basis of most of our formal learning. They are still the basis of teaching in those schools so progressive that text-books are not even distributed, and the student must find in the library his own study content. The danger here is, of course, that the reader will read too casually, and secure a knowledge too general and too diffuse. Then class discussions will be like so many open forums, where people talk without the basic information to make discussion profitable.

Statements have been continually made in speeches and comments upon modern life, to the effect that the world has grown smaller, contracted by swifter means of communication and travel. This thesis is in accord with the facts, but the obverse is also true. Just as we can peer through one end of a telescope and see the vista small, so we can whirl the instrument about, look through the opposite end, and see it large.

Man may move now with a tremendous whisking through the air, more marvellous than fabled journeys of fairy, witch, or wizard, and that lightening-like passage converts the world into a neighborhood; but the same development of rapid transit opens the whole globe to the thoughts of boys and girls.

A youngster born on a farm half a century ago found his world bounded by the distances his own feet could cover, or by trips made in the family surrey; and so was his educational geography restricted to the circumference of a very few books and a very few subjects.

Every schoolhouse today should have a rich supply of books in a school library. It is the need and right of every student, for wider reading will better fit young people for living in their enlarged world, where all the changes of fashion, all the advancement of learning, all the dread explosive slaughter of our wars, may extend to the smallest hamlet in the farthest hills.

In a library, the mind may grow by two procedures; either by following up a clue already suggested, by seeking out further information about matters already experienced, perhaps in the immediate environment or in the school curriculum; or by storing up foreknowledge of what has never been seen, with the hope that that reserve of information may someday be used as a touchstone of experience. Such a store of knowledge gained from books enhances the prospect of adult life, and opens doors for ambitious living.

The library is being recognized more and more as a source of help in every school department, but it is of course supreme in the field of literature, and the field of great literature should be opened to every child, regardless of his future vocation.

The library is the laboratory of the English teacher, and the English teacher-librarian combination can make a powerful team for the cultivation of the young mind, particularly if they are mutually interested, and particularly if the teacher is proficient enough to plan ahead, advising the librarian of her probable needs, so that they can be met with acumen. The librarian herself, by leaving her sheltered desk, and conversing with the teachers and students, can fit herself to meet the wants of every class engaged in special projects or in core-programs.

It rests with the librarian whether her library is a vital part of the school, or just a useless appendage; whether her books are in eager circulation, or stolidly gathering dust on the shelves.

That challenging voice which so persuasively advertises a floating soap on the radio might very well speak after the same manner to the school-librarian:

"Librarian, you can have dynamic shelves; you may have teachers who are grateful to you, —or not, as you please.

"You may have Dickens, for instance, in thick hunks of musty paper with yellow-edged pages, and smudgy ink and microscopic print, and the roses pressed by an earlier generation brown among the leaves; you may have Jane Eyre in a shape so dull and old, it might have been bought as a punishment for the very orphanage wherein the little Jane suffered; you may preserve in your library, with meticulous care, reports of archaeological societies, or congressional records; you may cherish outdated encyclopedias, instead of ordering a set of the new, fascinating volumes illustrated in radiant color.

"Or you may have an active library, where unused duplicates and dreary sets of antedated volumes are banished; a library composed of books so up-to-date and attractive, so pleasurable and exciting to handle, that they become mobile without the chassis of a bookmobile under them. It's up to you.

"You may have a library in your school which is like the fireplace in your home, — the warm center of inspiration, the focus for correlating the various branches of the curriculum."

Reading by a pupil, properly directed and encouraged, may act as the catalyst which precipitates efforts of many departments of study into a cultural whole.

The reading of great literature has been enhanced in a gratifying fashion by the presentation of classics in moving pictures. Stu-

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dents are eager to read the texts of all shows either before their local appearances or afterward. *Pride and Prejudice, Moby Dick, Wuthering Heights,* — the list of such titles shown in pictures is long, and the stories have actual meaning to students who know by name the actors who represented the famous characters.

It is good librarianship to watch the theater notices, and to place on display in the reading room those books and plays being currently shown. Again, it is worth while to have a *swell-book table*, whereon are placed popular books, together with cards upon which students have written briefly their reasons for liking the volumes. Youngsters like to read the books their friends have read and enjoyed.

If, in addition to promotion by the movies, the classics are purchased in bright new illustrated editions, with pages which have wide margins, and clear free print, then indeed they will be ardently perused.

Besides great books tested by time, the market is full nowadays of books written specially for teenagers, as well as gayly colored periodicals, which present every phase of activity for investigation by the questing child.

There is no more thrilling sport extant than that of the librarian when he is leading the youngster on from simple books to those more advanced, traversing all the territory of adventure on land, sea and air, toward the adult goal of adventure of the mind.

Now is the time to buy books— books and more books, so that every child is not limited to a few, but may feel and handle many books, pick them up and lay them down, and return to them again, until he finds what will best answer his need.

If the school is fortunate enough to have adequate library space, with committee and counselling rooms adjoining, then the rooms should be in constant use, with students continually seeking library permits for individual research. Sometime during every school year, every class should be given formal library instruction by the library staff. Classes as a whole should also be brought into the library by their teachers. Some librarians have objected to the regular scheduling of all classes in the library, but with our buildings so overflowing with children, scheduling seems the only method by which every pupil can be induced to enter the library, and there is immense value just in the juxtaposition of children and books.

Scheduling also insures that the teachers will learn something of the school-library resources. It does not follow, because a person is teaching, that he is well read.

Once in the library, a class may work together on a project, or may be allowed to browse at will, and when once in the library, individuality may find its way, even within the frame of scheduling, along a thousand roads to intellectual stimulation and pleasure.

When the classes in a school are so huge and unwieldy as to come near to breaking the heart and nerve of instructors, then, with the desired cooperation between teacher and librarian, sections of a class may be sent to the library, while the teacher does remedial work in her class-room, or stimulates the brilliant to new endeavor.

If the library is inadequately housed, that is no reason why books should not be bought now, at this focal point of increased enrollment and fewer teachers. It is quite likely that in a school where the library is poorly equipped laboratories and other departments are also inadequately furnished. The lack of books can be made up more swiftly than other wants, and their use can be spread over every section of the school program.

Even where libraries are elegantly housed and well-supplied with many books, no better plan has ever been devised than to have room-libraries closely associated with the main library, the collections of room-books being provided and renewed by the main library as new topics for study are started by various teachers.

This same plan can be embarked upon where there is no main library. Crowded indeed must be the class or home-room where a hundred or two books will not be received with joyful hospitality. As it is, many junior high rooms do not even have access to the delightful encyclopedia sets published particularly for the junior-high age-range.

Surely any person capable of teaching at all can set up the slight framework of a library system required for preserving a room collection. Anyone who supervises a collection of books of any size, even a personal collection, should, for his own peace of mind, acquire that part of a librarian's philosophy which recognizes that even in the best of circumstances, a certain percentage of them are bound to disappear irrevocably. This fact is accepted stoically by those with long years of experience and the best of records in the profession.

High school students usually delight in assisting in the library, with a teacher as counsellor, if no librarian is employed. They will be still more delighted if new books are coming in to capture the interest of the student body.

Laws have been passed and recommendations concerning school-libraries have been made in many states, but in thousands of schools, the buying of books has been the last and least use made of educational funds.

If you have anything to do with the policy of your school, we recommend that you secure the standard catalogues for elementary and high schools, and that the teachers be asked to consult these catalogues, and then submit lists of the books they want for their students. Returns in the refreshed interest of the pupils will be immediate. Buy books now!

A CALL TO A GREAT CALLING

AGNES SAMUELSON
Assistant Editor, NEA Journal
Washington, D. C.

TODAY'S children will administer tomorrow's world. These words should bestir our minds and hearts into action presto. How well these modern youngsters carry out the missions of their day depends largely upon the advantages they enjoy now: the kind of homes, schools, and communities in which they grow up and develop as citizens.

In education this means everything which goes to make up a good school from the globe to the teacher.

The plain fact is that millions of children are not receiving adequate school opportunities. And this is happening at the very time when educational services should be stepped up in terms of current needs. The facts are commanding radio and press attention. They need not be reviewed here except to say that the teacher shortage is still acute.

The crisis will not yield to puny remedies. It will take hard money. The answers are not easy, but they are inevitable.

Make teaching attractive as a life career through the acceleration of professional standards and status.

Spell this out and it means that teaching must be a profession and not a procession. Like medicine or engineering, it should be and is distinguished by a body of science, specialized training, technical precision, and artistic skill. It is not fair to children for it to be a stepping stone. It is wasteful of public funds to have teaching positions in competition with industry or government.

Establish professional standards and raise the prestige. Remove the insecurity and restraints, excessive loads, and other factors which produce nervous strain. Reward professional excellence in the light of its value to the public and the cost of preservice education and upkeep. Already $2400 minimums are being established for qualified beginners and $5000 to $6000 for efficient experienced teachers. When such programs become prevalent, as they promise to be, instead of exceptional as they are, high quality and stability of service may be expected in the schools.

The $64 question is how to induce talented young people to prepare for teaching careers in view of the immediate unfavorable situation. What optimistic factors are in the picture? Here are a few ideas which may give pause for thought by students and their advisors at home, in school, and in the community.

Teaching employs nearly a million people. Thousands upon thousands of replacements and new recruits are needed. This demand will continue. Especially are men teachers needed. The outlook for good positions is promising. *Now is the time to get ready.*

Advancement is always possible. Specialize in the area which pulls interest and new improvements will result. There are new worlds to conquer in every aspect and at every level of the work. Transportation, buildings, equipment, instruction, curriculum, texts, colleges, are just a few of the general terms which invite exploration. *Seize these opportunities to achieve and create.*

Teaching is not trivial. It leads to high adventure with books, people, history, science, the arts, social values, et cetera. It visits the galleries of yesterday where hang the portraits of history. It inspires the achievements of today. It provides wings to fly the skies and forums in which to debate live issues. It envisions the gains of tomorrow such as cure of cancer, for example. It stimulates excursions into every area of human living and betterment. *Enjoy this adventuring. Help to hew new paths to progress.*

The outlook is improving. Teaching is bound to receive better financial reward and social status. Security provisions are improving. The public is aroused as never before. The crisis can be met by action at local, state, and national levels. The people will not rob their children by short-changing teachers. A better day is dawning. Look at the profession as it will be four or five years from now.

Teaching is no soft snap. It is not all honey and roses. The bees sting and rosebushes have thorns. The paychecks will not make financial wizards of their recipients, but the economic picture is brighter. *Teaching scholarships are available. Apply for one.*

Teaching serves the needs of our nation as a great world power. The globe is the workshop of the school. It has much to contribute to world peace by interpreting UN and UNESCO. To work for the elimination of such hazards to peace as ignorance, prejudice, disease, inequalities, and greed is a challenge to greatness. To help beat new paths to freedom, justice, and brotherhood is to help make the victory secure. To work as hard to win the battles of peace as those of war challenges teaching to new endeavors. *Enlist now.*

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TEACHING IN A VETERANS' SCHOOL

MERLE E. IRWIN
Tilden Technical High School
Chicago, Illinois

FOR ALMOST a year and a half now Veterans' School has been operating under the Chicago Board of Education. Those of us privileged to teach in one of the three units have had a glimpse of a teachers' paradise. Imagine, dear colleagues, the joy of teaching without discipline problems or laborious book-keeping or sheer pressure of numbers.

Our school is a large, cheerful room painted in pastel colors, lined with gay lounges and floor lamps, and equipped with maple tables instead of desks. At the front of the room sit the counselor and the clerk. Throughout the room are eight teachers around whom gather students singly or in small groups. Some day I shall miss this place—bright and warm on the greyest day in winter, cool and airy in the heat of summer—a friendly workshop.

Veterans—neglected, pitied, exploited, maligned, sentimentalized—what are they like in school? It is usually wrong to generalize. Admittedly, there are those who come for Uncle Sam's check; they do not stay long. There are those whose personal or family ambition is pathetically out of proportion to ability. There are some top-notch students, singleminded in their efforts toward college and a chosen profession. Probably the largest number are average students, earnest but vague of purpose, needful of sympathetic guidance or at least time for readjustment to civilian life.

Our students number about 150, range in age from nineteen to forty, and include those of all grades from freshmen to post-graduates. About one-fourth are colored. Some are married, and a few have children. Most of them hold part-time jobs.

Our hours are from eight to three-thirty. Each morning at twenty minutes of eight I find my prize student waiting for me. At the end of five hours the majority of students have met their requirements and left, but there are always some smart enough to take advantage of the teacher's less crowded hours in the afternoon.

Each student in this unit starts out with three majors and proceeds at his own rate. When he feels prepared in the semester's work, he reports for the standardized examination administered and graded by examiners from the Chicago City Colleges. This is an advantage in Veterans' School. The student knows that ultimately his success or failure is his own responsibility and does not depend upon the teacher's kindness of heart. Early dissatisfaction with the English examinations because they did not test what had been studied was corrected when each teacher made out supplementary questions which were added to the standardized examinations.

A capable student may progress at the rate of a credit a month. Few take advantage of such an accelerated program, however. In addition to lack of ability, irregularity of attendance is a deterring factor here as in regular school. It is understandable that the older student, even without dependents, should feel impelled to increase his income. The result is that he overworks, becomes fatigued, suffers minor illnesses, develops irregular habits in preparing home work, and is fortunate if he does not give up his educational opportunity altogether. This occurs despite the fact that the smallness and compactness of our unit as well as the general atmosphere of informality encourages discussion of individual problems.

It is one of the discouraging aspects of the work to see a young man enter school, immensely pleased with the set-up, convinced that he made a big mistake in leaving high school, certain that he will not make the same mistake again — only to drop out a few weeks later when he has once more lost perspective. It is almost as disturbing to see the kind of young man who hangs on doggedly, painfully, month after month, pursuing a course of study completely unsuited to his talents because he wants a high school diploma more than anything else in the world. Not all students in this group can be induced to take the special examinations qualifying servicemen for the General Educational Development diploma. Nor will they all be persuaded to take advantage of the aptitude tests and vocational guidance provided by the Veterans' Administration.

Some results have been heartwarming. There was the lad who came into English One fresh from the South Pacific. Despite the fact that he had originally failed Remedial English One in high school, he now has eight majors to his credit, all in eight short months. He explains that he overcame his reading handicap when, stationed in Australia with nothing to do for seven months, he read everything he could get his hands on.

One young man presented a dramatic challenge. Coming home from service with a bride, he had enrolled in college only to discover that a credit in high school journalism could not be accepted for English Six. He had ten days in

which to do the whole course in English literature, a course usually requiring at least two months. Spending hours each day reading under the teacher's supervision and studying at home nights with his wife, he qualified for the standardized examination and passed with a grade of "Excellent."

If the classroom teacher sometimes feels removed from the real business of living, the tutor in Veterans' School suffers from no such sense of detachment. Engagements, weddings, babies have punctuated progress of our students. Humor and pathos of war experiences in far-off places vitalize composition.

When discouraging days come, as come they will in all pursuits, we sometimes observe that our students are extremely immature. But there is reproach in the somewhat awesome remembrance that out of millions these young men represent the mysteriously fortunate ones among those who have won the war to save civilization. Who knows but what out of this heterogeneous group, Negro, Chinese and white, working closely together on a constructive job in veterans' school, will come greater understanding, more good will, a stronger democracy? One colored lad from the "deep South" has written appreciatively: "I have received more than what is in books in Veterans' School. It has given me self-reliance and courage."

Whatever success we have attained in Veterans' School has been largely attributable to wise and patient leadership. Not only is the veteran received and inducted with courtesy and friendliness, but he pursues his work in an atmosphere free of strain and with a minimum of restriction. As we graduate another group of forty this June, in our third commencement exercises, our good counselor should feel commendable pride not only because he has helped young men achieve a worthwhile ambition but because he has provided for many their first pleasurable school experience.

IS HUMAN PROGRESS A SAFE BET?

FREDERICK J. LUDWIG

WE ARE living in a world today that is dominated by ideas. The recent physical strife in the world was a direct result of the conflict between particular nationalistic ideologies. All of the national states that were engaged in the war had a mutual fear and distrust of the particular idea systems of government as represented by their opponents.

Today, perhaps more than at any time in the past, we find it necessary to examine critically the numerous conflicting ideologies that attempt to win our approval and support. If we are to have harmony in the world of human relations we must have a complete comprehension of all the ramifications incorporated in these systems.

A critical examination of an idea that is used as an interpretation of human history will illustrate the urgent necessity of a complete understanding of concepts if we are to arrive at the desideratum of a concord in the conduct of human affairs.

It has been maintained that the *idea of human progress* involves a synthesis of the past and a prophesy of the future. It is based upon a theoretical, hypothetical, or ideal explanation of history which regards mankind as slowly, gradually, and continuously advancing in a definite and desirable direction and deduces that this advancement will continue indefinitely. It further implies that a condition of general happiness will ultimately be enjoyed, which will justify the whole process of civilization, for otherwise the direction would not be desirable.

The idea of progress is accepted as the directive concept in the study of man in the social sciences; is appealed to constantly by men of affairs; is accepted by practically everyone.

Investigators in their attempt to account for human progress, the animating and controlling force in western civilization for the last one hundred and fifty years, have been content to enumerate particular or detached incidents or facts of an interesting nature in order to support this *a priori* axiomatic assumption. These historiographers present impressive examples of inventions and scientific discoveries, and, more vaguely, changes in the manner of living which are subjectively considered improvements. The usual conclusions of these ideal studies is that we are making progress. It is true that these inventions and discoveries are facts and additions to our culture but the interpretation placed on them is not a fact but is a philosophical version of history formulated in the eighteenth century.

A sustained attack upon the idea of progress as an organizing principle in the social sciences is being made by some students of history. It would seem logical that if *progress* is inherent in society it would not be possible for a civilized culture and a savage culture to exist coterminously. Still greater confusion is apparent when it is found that there are cultural elements, such as religion, the family, the state, and property, which manifest fixity and persistence but fail to respond to social evolution. The fact that civilizations rise and fall also presents a problem of extreme difficulty to the advocate of developmentalism.

The conclusions emerging from such a survey would seem to indicate that the idea of progress is an idea system that must be denied its stellar role in the conduct of

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human affairs. However, a belief in the *possibility* of human advancement based on a scientific methodological examination of historical facts with the purpose of gaining verifiable knowledge concerning "the way things work" is a type of inquiry that seems of moment.

DRESSING THE SCHOOL CHILD

BLANCHE HUDDLESTON

"YOU WROTE me that Junior was doing so much better in his mathematics," my friend said to me. "Did you have a talk with his teacher or have his tonsils out, or—"

I interrupted before she could continue with the time-honored list of things we mothers are apt to do to straighten out our offsprings' lives. "No, I bought him a pair of cowboy boots."

"But — that's absurd," she gasped.

"Next to the head of his class in mathematics," I answered smugly. "They've special arch supports, but he doesn't know it."

She departed, very obviously thinking that I had gone kitchen-crazy or something. But I still think I was applying the right cure. Junior's class, to a boy, that year, wore cowboy boots. At first I had explained to Junior about his weak arches, the expense, — all the reasons why I thought he shouldn't be equipped with boots. Junior had dutifully assented. And yet the idea of not being quite like his chums had preyed on his youthful imagination until he was becoming a "dud" in his school work. His immediate brightening up after I got the boots pointed to the cause.

We all know that children want to be like their group, but I think that, too often, we overlook the simple matter of dress. We start worrying about deep dark complexes when it may only be a case of plaid gingham instead of plain, or cowboy boots instead of shoes.

And generally it's just pure conceit that causes the difference. "I want Martha to be individual," a woman who copies every article of her own dress from those of a favorite movie star told me Martha was begging for dresses instead of sweaters and skirts—it just happened that sweaters and skirts were considered "tacky" in that school. "And you know in—" Martha's mother named a very select private school, "all the girls wear sweaters and skirts."

"But Martha's world is here, "I protested. I'd have liked to add that individuality is something that grows. Try forcing it one way or another, and it can go as sour as fermented cider.

"They warn college girls about what to wear at different colleges, and they pass the good word along to the high-school youngsters," my friend Nan told me. "But there's a lot more to it than that." She gestured to the window, from where I could see four-year-old Nancy and a group playing hopscotch. Nancy wore blue coveralls and was having a marvelous time.

"You used to hate 'em," I remarked of the coveralls.

"Still do," Nan grimaced. "But when we moved here, I noticed that every mother's child of the small fry was sent out to play in coveralls. I packed all of Nancy's little ginghams and sent them to her cousin. Nancy is inclined to be shy, and I wasn't going to risk anything that would turn it into queerness."

That was where I first got my idea about Junior and the boots.

Since then, I've looked around. It's surprising how many mothers err one way or the other. It isn't as simple as letting your youngster pick his or her own clothes. The under-twelves haven't developed much clothes sense. I think of Mrs. Morris who was too busy to bother, and let Janie select her own things. Janie's choice of party dresses for school only made her an oddity—just what a child hates to be, except in dreams.

No, a mother just has to be alert. A good way is to notice the leader of the "gang" to which your child belongs. Unless your child happens to be the leader (in which case you won't have much to worry about anyway) you will probably loath the brat. But, nevertheless, you'll discover that a discreet imitation in your own child's wearing apparel will make said child "better adjusted." Not a carbon copy, you understand. He'll just feel better.

There are other things to notice too. "Jimmy's granny just can't understand why the nice blue reefer she bought him has such bad luck," a young mother told me one day. "Jimmy got tar on it, and he tore it and he lost it—though we found it again. I could tell her, but I hate to, when she spent so much for it. You see, she never noticed that that awful little bully down the street, that stoned Jimmy's puppy, has a reefer just like it. I expect it will be lost for good, one of these days."

Does your youngster hate some perfectly good garment, without— to your adult eyes — any reason but pure whim? Take a good look at the situation.

Another friend told me, "We couldn't afford a new coat for Betsy — so I made over one of mine for her. You know how funny children are — I thought

she'd have a fit. But, by luck, it was plaid, almost like one some girl at school wears. She was thrilled to have a coat that looked like Minnie's!"

I would hazard a guess that Minnie is the *star* of that particular little constellation.

It's a subtle subject. Perhaps neither your child nor you may realize what is wrong, unless, as can happen, some garment is openly derided or the association is particularly unpleasant. That is where your mother's watchful eye must come in. After my own experience and a little observation, I am convinced that small children suffer a great deal of unnecessary unhappiness because mothers think that such things can't happen, when children are so small.

If you really want to dress your child "properly," it isn't just a matter of hygiene and expense. You've got to know your child's style world and it isn't in magazines or movies; it's in your own block.

Are beanies coming in or going out, in your neighborhood? Is it lumberjacks or sweaters? (If your Johnny is going without his sweater, in definitely cold weather, it isn't that he hates wraps; probably lumberjacks are the vogue.) Is it sandals or oxfords? Use your wits!

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS

Who Is Responsible For Juvenile Delinquency?

Not so many years ago it was the fashion to blame the schools for juvenile delinquency. At the present time the consensus is that parents are the people on whom rightfully rests the responsibility for the fact that children go wrong, become delinquents in their early teens, or even younger, and finally end up as criminals.

A New York City judge recently decided that a mother was responsible for the delinquency of her young son. The judge was right in that particular case. But the newspapers, many school people and a large part of the general public, in my opinion, are wrong in making so much of one case, and by citing the court's decision arriving at the comfortable conclusion that "Parents are responsible for the delinquency of their children."

Some parents are undoubtedly at fault in the matter of the delinquency of their children. A good many school systems and individual schools are partly responsible for juvenile delinquency. School administrators, principals, and teachers certainly are partly to blame for the delinquency of boys and girls of the public schools. School people are too ready to offer the excuse that "the schools have the pupils only a small part of the day, five days a week and only thirty-eight to forty weeks out of the fifty-two weeks in the year." There is something in the argument that the schools cannot justly be expected to overcome the influence of bad homes, broken homes, parental neglect in some cases, and other bad things which lead or drive boys and girls into delinquency. But there probably isn't a city school system anywere that is doing all it could do and all it should do to prevent juvenile delinquency. School plants are not used to the extent they should be used for after school and vacation activities of the pupils. Boards of Education fail in their duty and responsibility in the matter of budgeting funds for after school activities and vacation activities for pupils. The school plant should be available for community use when such use does not interfere with school use, but use of the school plant by and for pupils should be given first consideration. Provisions for such use should be financed by the Board of Education.

In all too many situations parents rightly feel that teachers are unwilling to devote after school time to conferences with parents or with pupils. Most pupils believe that the only matters many teachers regard as sufficiently important for after school conferences with parents are matters of discipline—detention rather than conferences. The public schools are partly responsible for the delinquency of juveniles. We don't know the pupils as well as we should. We don't have an adequate staff to study children and to prevent delinquency. Few school systems have a psychologist and a trained social worker and clerical assistants.

One thing we can say with surety in placing responsibility for juvenile delinquency. Society is responsible for delinquency. Society in the United States is made up of many parts. It is made up of individuals and groups of individuals. In it certain individuals and groups of individuals, such as parents, belong to several parts of society. Parents are taxpayers; they are teachers; they are members of Boards of Education; they are members of the police department; they are members of churches; of Chambers of Commerce and many other organizations and institutions. But not all the members of these organizations and institutions are parents. Society is responsible for juvenile delinquency and you and I and everybody else individually shares the responsibility for the fact that children become delinquent. If society would recognize its responsibility and do its duty there would be little or no juvenile delinquency.

XUM

PROBLEMS IN EDUCATION FOR PEACE

MARTIN WOLFSON
Technical High School
Brooklyn, New York

WAR is the business of the state. Wherever there is a state there must always be readiness for war — defensive or offensive, just or unjust. Thoroughgoing pacifism would eliminate the power of war-preparation and war-making from the state.

Is the movement in the United States today for Education for Peace ready for thoroughgoing pacifism? In that case, the movement must be international in scope and must work for abolition of the war-making power of all existing states. Is this desirable? Yes. Is it necessary? Yes. The nature and consequences of atomic warfare make it desirable and necessary.

In order to abolish the war-making power of States the following measures are necessary: (1) Limitation of the martial aspect of national sovereignty, through (2) the establishment of a World Government, with (3) the Forces necessary to put down attempts at war-making on the part of other states.

What does this mean in terms of Education for Peace? The struggle for peace is political. Teachers and students and parents must engage in the political struggle. Organizational machinery must be set up to effectuate this political struggle.

This raises many problems. First, what about those places in the world — China, Palestine, Greece, etc. — where "wars" are currently being engaged in with no prospect of peace until one of the respective sides is vanquished?

Can we call upon the teachers in those countries to participate in the movement of Education for Peace? Obviously not. The teachers there are taking sides, are showing martial partisanship.

Will a world government do the job?

Second, what about the Soviet policy of expansion for "security" sake and on the ground of its "dignity" as a first rate power?

Can we call upon the teachers of the Soviet Union to struggle for the abolition of the war-making powers of their state?

Neither the teachers in the Soviet Union nor the teachers in the United States can do this in view of the current state of conflict between the two governments.

Will a world government do the job?

Indeed, will the situation in No. 1 alone or in No. 2 alone allow for the creation of a world government?

In view of this doubtful condition of world affairs can we reasonably go forward to struggle for the abolition of the war-making powers of our own state? Even if we wanted to we would be crushed.

And, yet, peace is necessary if we are to save mankind from annihilation. What is to be done?

If we seem to have come upon a negative position and/or an impasse of thought and policy-making, there is nevertheless a positive side; to wit, the belief that the "people" of the big powers want no more fighting. The "people" of the Soviet Union, England, and the United States, we hope, do not want "war." Elsewhere, the people do, because they think they have something to fight for today. But in the Soviet Union, England, and the United States the people feel they have enough to do in peace and enough to hold and to gain from peace.

Therefore, there is work to be done in these three lands—to raise such an organizational establishment of power and influence as to be able to counteract the war-provoking and war-making sectors of the three respective states.

What does this imply for Education? There must be speed in organization of the teachers. There must be speed in wielding influence upon the emotions of the respective peoples. There must be strength enough to stand up to the three states and demand co-operation, collaboration, and control.

This raises the question: Is there enough freedom for the teachers to do the above? Throughout the history of education, the content of academic freedom has changed constantly. Today the content of academic freedom is the freedom to stand up and challenge the states to combine for peace. Are we in possession of this freedom? Are the teachers of England, the Soviet Union and the United States in possession of this freedom?

Furthermore, in view of the current state of conflict between the Soviet Union and the United States, can we afford the luxury of academic freedom bearing the content as stated above? Have we the right to expect from our state that it afford this luxury to us?

Here is another impasse of thought and policy-making.

If we could assure each state (assuming it to have good will and reasonableness) that such academic freedom prevails in all the lands of equal strength and influence perhaps the states would grant it.

But, we in our country feel that no such academic freedom prevails in the Soviet Union. The spokesmen of the Soviet Union tell their people that we in the United States are bossed and thought-controlled by a capitalistic press, radio, etc., and that we in the United States are a people subject to the will of a ruling class. If the people of the Soviet Union think that of us how can they trust us in our expressions

of a desire for peace? And how can we trust them?

Another impasse of thought and policy-making in Education for Peace. What's to be done?

If because of the conditions prevailing our states keep from going to war for some length of time—a very uncertain factor—perhaps Education for Peace will have enough time to rally the peoples around the emotion of Peace and against the emotion of War. Here is an avenue of possible success. In order to be positive in our behavior we should take advantage of the "lull." Maybe we will be able to grow to such proportions as to challenge the war-making "itch" of the various "states." During this time, we could ferret out the war-mongers in the nests of economic and social power. During this time we could wage our "war" against those people in finance, in industry, in the press, in the pulpit, in the schools, who are hell-bent for war. During this time Education for Peace will become a true campaign of enlightenment of the people as to the evil arts of hate-rousing, prejudice-mongering, war-crusading, etc. During this period Education for Peace could attempt to cleanse the peoples of all susceptibilities to martial enterprise.

But, woe unto us, if Education for Peace makes the mistake of so purifying the peoples of the sense of belligerency as to make them insensitive to Evil when and if it does appear. For there have been just wars. And who is to say that there may not be a just war to be fought in the future? Yea, even on the ground of our own country! Can we guarantee against injustice? Which means that Education for Peace must also be a movement with a content for peace. Peace without content is a vaporous ideal. We want a peace with economic and social justice. We want a peace wherein society is so democratically interwoven as to allow for growing opportunities for a progressive economic and social justice. We must beware of a Pax Romana, of a peace with slavery and docility. We want a peace with security and freedom. This places upon Education for Peace a multiplicity of obligations. It means that Education for Peace must be a movement in the arena of economic struggle, and in those fields where emotion and thought on the highest levels of art and philosophy are in doctrinal struggle.

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XUM

MURDER FOR ENTERTAINMENT

GEORGE K. MORLAN

THE EARLY Hitchcock thriller, "Shadow of a Doubt," started the trend of using psychological explanation in murder stories. Superior in photography, the picture was also far above the run-of-the-mill murder story in the avoidance of stock characters and situations. Because of its superiority, however, it was all the more harrowing and unhealthful in its preoccupation with murder.

An appealing young man lives with unsuspecting relatives after he has committed murder and while he plans others. As in "Rage In Heaven," a diseased mind is the basis of the story, but instead of suggesting that something can be done to help those individuals, we are "entertained" with the suspicion that the nice boy next door may not be all that he seems to be. This movie and those like it are unhealthful, because they don't have the counter-balancing suggestion of what to do about mental disease. If you must see a mystery, go to a poor one like the following one. It will hurt you less.

"Inside Job" attempted to meet the common objection that crime pictures encourage crime by having the two insiders sentenced to jail at the end of the story. Nevertheless, crime still motivates the story—and it has some very pleasant trappings. In this opus there are the usual tough characters, callous girl friends of the usual stripe, and the usual stock sentimental situations that ought to bore or annoy you. Breathe the fresh air outside the theater and you will be more refreshed.

"The Big Sleep" is an inexcusable strain on the eyes because of the dim photography. But in other respects it is a superior pain-killer that makes—too shyly—the important suggestion that some crime is the result of diseased minds and that these persons can be helped if treated with the proper medical care.

"O.S.S." is a story of violence with the smell of mysteries and the poorer detective films; yet the story is many levels above most of them. "O.S.S." has a basis of terrible reality and serves to remind us of the sacrifices — not trumped up ones—but real sacrifices made during the war. The brittleness of the plot and the ingenuity of the operators makes the emotional impact less than other stories dealing with Nazis but devoid of this detective story atmosphere—such as *"Watch on the Rhine"*—but after seeing the movie we continue to think about how much more others have done than we have. This shift in our thinking from ourselves to others is good for our mental and spiritual fiber.

"Pleasure" Without Murder

"Gallant Journey" is an inspiring title for a saccharine picture that seldom comes alive. Conceivably this film may help to reduce some marital tensions, for after seeing it anyone must find the conversation of mother-in-laws refreshing and delightful.

As a pain-killer, "Up In Mabel's Room" has whatever value crime and gangster pictures have without their disadvantages. A silly picture that won't hurt you if you aren't allergic to laughing or afraid to enjoy yourself without sophisticated stimulation. A good-natured reminder of the trouble caused by groundless suspicions.

The remake of "The Show Off" is grand entertainment that will refresh you in a wholesome way. However, educators have a right to ask why the effort wasn't expended in making a picture of "Cyrano de Bergerac," "The Return of the Native," "The Life of Lincoln Steffens" or some other great story that cries to be filmed.

The remake of "Of Human Bondage" is not so neurotic as the novel nor so convincing. Save your money for steak and shoes.

"I Have Always Loved You" is a picture filled with superb music that would make a fine assembly program and could be used in teaching appreciation of music. There is also an important sequence showing the wife continuing to fight off an attraction for another man and her eventually overcoming that attraction by doing what she most dreaded doing—facing him again. Some people can never be freed from their morbid attachments except by doing what they most fear to do. At the end, the wife, who is a pianist, leaves her piano at the climax of a concert and crosses the stage to her husband while her piano continues playing without her! However, the music is so thrilling at the end that you are more ashamed of the silly ending than annoyed. Don't miss this musical treat.

"Margie" is a nostalgic though fairly refreshing story with a little too much and too painful bloomer trouble for one bright, lovely girl to have. Not too good nor too bad.

"Till the Clouds Roll By" is a story based on Jerome Kern's life and features many of his songs. A brief sequence on a father's projecting his own unsatisfied ambition on his daughter portrays the unhappiness this parental interference causes. Pleasant though a little too colossal.

SALARY QUESTION A DOUBLE ONE

JOHN H. TREANOR
Francis Parkman School
Jamaica Plain, Massachusetts

SALARY adjustment for teachers involves, at this time, two problems: immediate assistance to meet the rising cost of living, and adequate financial recognition for professional services. The former became prominent because of present economic conditions; the latter has its roots in the traditional low pay of the teacher. Only the need for immediate emergency compensation has brought the salary problem before the public.

Obviously, any salary increase in the way of emergency compensation is a temporary measure. The principle under which it operates is one of adjustment — a raise in pay when the cost of living goes up and presumably, a proportionate decrease when the cost of living goes down. In spite of the unpleasant suggestion of a decrease in pay, no other choice, on the principle invoked, is possible. Therefore, while teachers, at this time, should press for emergency compensation on the strength of the low purchasing power of the dollar, they should not expect to escape a corresponding reduction should the value of the dollar rise. Or to say it another way, if a community has the present duty of balancing teachers' budgets, it likewise reserves the right to balance its own in the future.

Teachers should not forget, even in a straightened financial situation, that an appeal for emergency assistance rests upon the principle of fluctuating adjustment. And both teachers and communities ought to understand the ramifications involved.

A raise in pay based upon professional worth, however, falls under an entirely different principle: that teachers in all fairness are entitled to a standard of living commensurate with their training, their duties, and the true nature of their calling.

Long years of study, that essential seasoning of the mind and of the heart derived only from extended intimacy with knowledge and with learning; a no less thorough understanding of the techniques of class room management both in theory and in practise; an active and continuing intellectual curiosity, — these are the founda-

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tion stones of good teaching, nor can they be acquired overnight. Again, the unremitting attention to small detail, the emotional and nervous fatigue induced by children's unbounded activity, the tenacious struggle against error and misdeed; spending the whole day, as Sir Walter Scott observed, "in controlling petulance, exciting indifference to action, striving to enlighten stupidity, and labouring to soften obstinacy": such are the daily occupations of the teacher. Only professional colleagues can appreciate the true nature of this work. Finally the position of the teacher renders him almost unique in the community. With the church and the home, he is the great moral force battling on the side of good; and often when boys and girls lack a strong faith and a secure home, he is the solitary defense against the powers of evil. He is the guardian of culture and of knowledge, conserving the treasures of civilization and illuminating the minds of his pupils with all that is best, all that is good.

On professional grounds, therefore, no less than for temporary financial adjustment, teachers have earned the right to a salary commensurate with their worth in a community; and they must continue, even if their motives are called into question, to translate their demands into the cold figures of dollars and cents. Much as teachers may deplore the necessity, they must, since they live in a material age, establish their true value by demanding an impressive wage; for, unfortunate as the standard may be, people are respected for their financial rating. And since popular opinion has itself laid down the rule, teachers may well learn to play the game accordingly.

An emergency compensation is more immediate; but a professional salary is more essential. If public education in the United States is ever to become a matter of national pride (in the real sense of the word) it must be supported enthusiastically and magnanimously by the citizens. Therefore teachers must capitalize on the growing public support to rescue education and themselves from the contemptuous niche they now occupy in the popular mind.

But while in this double problem of teachers' salaries, the adjustment based on professional reasons is more important, a general solution, from a practical point of view, can probably be effected only by emphasizing the immediate need. It is easier to explain a living wage than to justify a professional standard. It is easier to compare the week's pay of a bar-tender, or of a hat check girl with the earnings of a class-room teacher than it is to attempt to evaluate professional men and women in terms of their true service. Besides, the latter involves a moral and intellectual effort rather beyond the ability of most communities. Otherwise teachers would not have been for so long objects of pity and toleration.

Hence it is more than likely that if the salary problem is not solved by virtue of the immediate necessity for decent pay, it will not, in this generation at least, be solved by virtue of any professional consideration. The latter question has always been present in American school economy and only recently has the former arisen.

Therefore, let teachers as professionals leave no stone unturned to demand salary recognition; but as householders and private citizens let them demand, as other organized labor has demanded, an adequate return for their daily work.

BEYOND HIS DEPTH

MARY KERR

CHARLES came into Miss Smith's room after school for extra help in math. He stood at the blackboard. Tiny beads of perspiration came out all over his forehead. An unhappy scowl settled over his face.

Miss Smith wearily explained for what seemed the hundredth time, "If 4x is 12, then x is found by thinking '4 times what equals 12?' "

Charles was sixteen. He was a likeable boy, red-headed, fat and jolly, kindhearted. Like most youngsters, he had been in school since he was six. Now he was desperate, facing the possibility of failing the eighth grade. He simply did not have the intellectual capacity to deal successfully with the curriculum as it was set up. At last, he said: "Miss Smith, what would you say if I told you that I was going to drop out of school after this year?"

Quickly there flashed through Miss Smith's mind the warning of her colleagues: don't sympathize; don't be lured into conversation with Charles, for if you do you are sentimental, gullible, because, after all, a sixteen year old will tell you anything to get out of doing work! But she answered quietly, "I would say, Charles, that you had made a wise decision."

Charles looked at Miss Smith unbelievingly.

"My mother is worried sick about me and school work," he went on. "She says that everyone must go through high school . . . but I'm just miserable in school. It's torture to me."

The warnings of her colleagues were silent now. Miss Smith looked at Charles with respect. The boy was in dead earnest. Gone were all traces of his usual superabundant jollity.

"I know that it is torture for you," she said. "You're so miserable that you play all of the time. Then your teachers become angry because they are supposed to teach

you things you can't learn and you are always in trouble. That's it, isn't it?"

"Yes, that's exactly right," Charles replied eagerly now. "I don't understand half the time. When I do understand I don't want to play, but most of the time I just can't seem to get things and when I do, I can't remember them."

"What would you do, Charles, if you dropped out?"

"I'd get me a job. I could have had one this year at the beet sugar factory but ma made me stay in school. Or, I'd learn to work good around the farm. I reckon I'll be around home most of my life anyway. I might as well be doing something that I can do."

After almost nine months of association with Charles, Miss Smith at last felt that she had touched the real person in him. "That's right, Charles," she said, "you might as well. I can't see much use in your going on this way and I can't honestly tell you that I think things will get any better. The high school just isn't set up to take care of boys like you. I do hope you'll remember, though, that it's no disgrace that you aren't able to do this work. There are plenty of people in the world who can't get book learning who can do a lot of other things well. Take you, for example: you can do many things I never could do no matter how hard I tried. I couldn't shoot a gun and hit anything. I can wait all day and no fish will get on my hook. I wouldn't be any use with a horse or a cow."

"Then, too, Miss Smith," Charles added. "I don't see why everyone in school should have to do the same things all the time. Why, grown-ups don't all do the same things and no one expects them to."

"That's true, Charles. It does take different kinds of people who are able to do many different kinds of things to make the world go round. What's important is that we each do what we can."

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XUM

"Well, jeepers, Miss Smith, I can't do school work and I'm tired of being laughed at and scolded and sort of a fool. I'm almost grown up and I want to do things I can do . . . I'd just feel better about everything." It took real effort for Charles to say this last. Miss Smith was touched.

"I really believe you, Charles, and I do hope that you'll be able to work out your plans so that you can get to work at something that will make you feel worth while. I know you want that a lot."

And then, in her professorial voice, Miss Smith went on, "But right now I shall have to try to explain these equations to you again. I know that you don't understand them, but we want you to get through this year anyway, and in order to do so, you will have to understand them."

Like fellow plotters, Charles and Miss Smith worked on algebraic equations until Charles memorized a system for working out the simplest problems. He managed to pass at the end of the year and made his plans to stay out of school, but his mother forced him to enter the high school. In a few months, he was expelled. He was said to be incorrigible, a perpetually disturbing influence in all of his classes, a thoroughly bad lot.

ACROSS THE OFFICE DESK

Only a Swollen Gland

JAMES N. EMERY

MRS. L. is somewhat upset over the idea that Gladys was sent home by the school physician with an incipient case of mumps.

"It isn't mumps at all—I don't care what Dr. K. says. It's only a swollen gland." Then, "I don't see why they make so much fuss over children's diseases. Everybody has to have them, and they might just as well have them and get over them."

Measles, mumps, chickenpox, whoopingcough, she has had them all herself and wasn't any the worse for it. And she doesn't want the child around home, getting in her way. "Think of all the school she'll lose during those three weeks."

Mrs. L. is inclined to forget that she has been obliged to wear glasses herself, ever since that case of measles in her girlhood days. And that case of scarlet fever that might have been avoided left her slightly deaf in her left ear. Probably Mrs. L. will yield to the doctor's directions, with not too good grace, and keep Gladys home.

There are others, however, who are not so acquiescent. If the nurse or inspecting physician has told the children in the family to stay out till certain health conditions are cleared up, that is by no means the end of the matter. Back to school the children come the next session. Sometimes the youngster bears an indignant note, with defiance bristling in every line. Sometimes the parent personally accompanies the child, eyes snapping, and ready for an argument. The sore throat is nothing but a little irritation. "Helen has had those over and over again—it is nothing but a little cold."

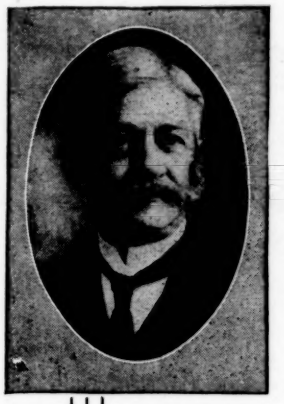
Do those two mothers realize that whatever this infection might be, there is a grave probability, indeed almost a certainty, that Gladys and Helen might pepper the rest of the room with a contagious illness? Do they realize that our modern health service and exclusion of suspicious cases is as much for the protection of their own families as the others affected?

A rash of any kind is suspicious, whether it be the non-contagious one caused by food reactions in certain individual cases — indulgence in strawberries, eggs, fish, or certain other foodstuffs which are actual poisons to some people; the slightly contagious outbreaks caused by poison ivy, oak or sumac; the unpleasant and virulent running sores of impetigo; or the highly catching eruptions that are the danger-signals of measles, chickenpox, or the dreaded scarlet fever.

The layman is in no position to judge—indeed the diagnosis sometimes baffles the qualified physician. A rash of any kind is something that shouldn't be trifled with or neglected by parent or teacher.

Suppose we look at a school that the writer knows by twenty-five years' personal experience. Twenty years ago, fifteen, even, hardly a week passed during the school year without anywhere from three to eight pupils being out of school with one or the other of those twin scourges, diphtheria and scarlet fever. That was merely a normal condition, to be taken in stride, one that caused no worry either to school authorities or to the health department.

Today such a percentage would call for definite worry, and a hurried and thorough conference of school officials, doctors and nurses. Today the number of reported cases of those epidemics rarely mounts to a total of more than four or five for the year in a school of nearly a thousand pupils. That the modern highly organized pre-



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XUM

ventive measures and school inspections have cut down the frequency and the severity as well of those two dangerous and dreaded illnesses by close to 90% speaks for itself. Inspection and inoculation have stalled and all but annihilated that overwhelming invasion of malignant germs. And the parent, the child and the home all reap the benefit.

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The News Digest

OF EDUCATION IN ACTION

Teacher-Rating Scored by Educators

NEW YORK CITY.—The system for merit-rating of public school teachers adopted by the last session of the Legislature was termed "impracticable and unworkable" by a three-quarter majority of twenty-three school superintendents at the opening session of a New York University educational conference.

The system was discussed at one of six workshop forums on the problems and future of education in this country. In reply to the question, "Do you approve of the merit-rating of teachers, on principle?" more than half of the school administrators, representing several northeastern states, voted 'no.'

Dr. H. Claude Hardy, Superintendent of Schools in White Plains, N. Y., then asked: "Do you think the merit system can be made to work?" and only one-fourth of the educators indicated that they thought so.

Awards to Encourage Audio-Visual Methods

WASHINGTON, D. C.—The National Education Association's Department of Secondary Teachers will present Audio-Visual Awards at the end of the academic year 1947-48 to schools and colleges doing outstanding work in audio-visual education.

"Pilot" schools in states from coast to coast are being selected to compete. To qualify, schools and colleges must have a majority of teachers at all grade levels making use of audio-visual materials. After the year 1947-48, institutions receiving awards will serve as demonstration centers for the advancement of audio-visual methods in teaching.

In addition to receiving "oscars," winning schools will be eligible for awards of new equipment and materials, including projectors, screens, and films.

Application forms may be secured from Dr. William Lewin of Weequahic High School, Newark, New Jersey, chairman of the Department's Advisory Council.

Paxson Named To Study Tax-Supported Universities

NEW YORK.—The first comprehensive study of the role of state universities in American education and of the effects of Government support upon these institutions has been initiated by the Carnegie Corporation of New York.

To conduct the study, the Corporation has chosen Dr. Frederic L. Paxson, Professor of History at University of California and winner of a Pulitzer prize for his "History of the American Frontier." Dr. Paxson will undertake the study in September.

Stressing the need for the study, Charles Dollard, vice president of the Carnegie Corporation, said: "It seems apparent that the cost of higher education will increasingly be borne by the public treasury. It seems wise to make a careful examination of the experience of those institutions which have traditionally been entirely dependent upon public funds.

"Some state institutions have been notably successful in developing research and teaching programs of the highest quality. Others seem to have suffered some loss of freedom and quality because of their dependence on tax support and their consequent subjection to some legislative control. The reasons for these differences become important in the light of current trends."

In the West, particularly, dependence on public funds has tended, according to Mr. Dollard, to make higher education more democratic and has led to an outstanding development of adult extension courses to meet the needs of the state as a whole. He continued: "Some state universities have become not only training centers for the young but laboratories for the study and solution of state problems. They have conceived their clientele as including every citizen of the state and their campus as co-extensive with the state boundaries.

"Practical demonstrations of the importance of scientific research to the farmer and to the housewife and the manufacturer have made legislators proud of their university: they have turned to it for advice in framing tax laws and in reducing industrial accidents. They have come to understand that applied research is possible only on a solid bedrock of fundamental research, and as a result, the Universities of the Middle West have become major sources of advance in the basic sciences.

"Responsibility to taxpayers have made these state universities adventurous in entering fields which private universities had long ignored. Adult education has become a reality in much of the West through extension divisions, county agents and short courses.

General Education Plan Captures Ohio State

COLUMBUS, OHIO.—Major changes in the liberal arts curriculum at Ohio State University will be effected next fall. The new program, designed to give students a broader background of general knowledge, will greatly increase the number of fixed requirements, leaving almost no electives during the student's first two college years.

Dr. Harland Hatcher, dean of the College of Arts and Sciences, said that although the new program paralleled in some respects those in effect at

Campus Conferees View Woman As World Force

NORTHAMPTON, MASS. — Speakers at Smith College's two-day conference on "The Role of Women in Contemporary Society" stressed women's responsibilities in civic and world affairs and made recommendations for the improvement of higher education for women.

Dr. Ordway Tead, Chairman of the New York City Board of Higher Education, urged that women learn to extend their civic interests beyond the local and into the national and world community. Women's colleges, he said, should revise their curricula so as to equip wives and mothers to cope with community forces in the fields of recreation, educational opportunities, health and social contacts.

Dr. Helen M. Lynd, social scientist, pointed out that women, having had the experiences of a restricted group, may well be outstandingly fitted to solve problems of today's world which frequently involve minority group difficulties. However, she said, women must bring to problems more than the meager, small-scale thinking they now do.

Dr. Millicent Carey McIntosh, dean-elect of Barnard College, charged narrow college entrance requirements with hampering the development of adequate secondary school curricula. She urged action to eliminate the frustration of young Americans at the hands of home and school, asking for closer integration of the aims of secondary schools and colleges.

The two-day session was the first of a series of conferences to commemorate Smith's seventy-fifth anniversary in 1950.

Harvard and elsewhere, it had been adapted to meet the needs of students at a large state university.

Among the features of the program are a new 15-hour history sequence and new courses in psychology and physiology. Greater emphasis will also be placed on the social sciences.

Courses on UN Offered to Teachers

ONEONTA, NEW YORK.—The first college course on the United Nations sponsored by the American Association for the United Nations, will be inaugurated this summer at the State Teachers College here. Designed to include both content and methods of teaching the United Nations, this six-weeks course for prospective teachers, beginning June 30, will be open to any student in the summer session. In addition to equipping teachers for the task of explaining the United Nations, the course aims at preparing teaching materials for elementary school students.

The AAUN plans to sponsor a similar course at the University of Denver this summer and projects are underway for cooperation with other teachers colleges.

Chemistry Teachers Going with Dodo

ATLANTIC CITY, N. J. — Teachers as a group are vanishing Americans, Elbert C. Weaver of Phillips Academy, Andover, Mass., warned in a report to the American Chemical Society. A chemistry teacher is an avis rara and in some places an extinct species, he added.

The situation is made more serious by the fact that the American public today needs more science education than ever before, Mr. Weaver asserted. Among the many undesirable facts in the present picture is a decline in the use of laboratory instruction in chemistry because the demonstration method is cheaper.

Pointing out that the salaries of chemistry teachers are one half the size of those given in industry for similar training and service, Mr. Weaver appealed to the American Chemical Society for help in bringing aid to chemistry instructors.

Britain Raises School Age to 15

LONDON.—The age at which a child may leave school in Britain has been raised from 14 to 15 years as the first big step toward free secondary education for all.

Despite the present acute manpower shortage and in the midst of the gravest production crisis in her history, Britain has thus decided to go forward with an educational reform that will deprive British industry of 130,000 juvenile workers next September. This labor loss will rise to 380,000 eventually.

George Tomlinson, minister of education, said in a broadcast that raising the school age "makes possible the development of a system under which ever child will have equal chance to become the best sort of man or woman that he has it in him to become."

Plans call for the expenditure of five billion dollars over the next 20 years.

Offers Fisheries Course For Maine High School

ROCKLAND, MAINE. — School authorities have been asked by education and fisheries officials to consider a tentative plan to provide practical fisheries education in the high school of this Atlantic fishing port.

Joseph Blaisdell, principal, of Rockland High School, said his school was well-equipped and ready to assist boys interested in specialized instruction.

Earl Hutchinson of the State Department of Education and Dr. J. Thomas Pedlow of the University of Maine said after a conference that the proposed training would dovetail with University plans for fisheries courses.

"Non-college students," Dr. Pedlow said, "should be given the opportunity to receive instruction in the fishing industry comparable to that now given to farm youth in agriculture."

Wisconsin U. Gives Choice of Institutes

MADISON, WISC. — A total of 28 special institutes, workshops, and clinics will be held at the University of Wisconsin campus this summer, beginning on May 26 and running through until September 13.

Among the new institutes are the institute on music in therapy being offered by the Music school August 4 through August 6; and the institute on school building, August 5-7, offered by the department of education; other institutes for educators include:

The visual education institute, July 14-17; the institute on commercial education, July 15-17; the institute for superintendents and principals, July 21-25; institute on child development, July 28-August 1; the curriculum workshop, the elementary laboratory school, the workshop in home economics and education, the psycho-educational clinic and the reading clinic, all to be offered from June 23 to August 15.

Minnesotans Get Philosophy on Air

MINNEAPOLIS. — Credit for a correspondence course in American philosophy in which the lesson material is broadcast by radio to the students, is being offered by the University of Minnesota's general extension division.

Use of the radio talks as the major study material for the course eliminates most of the traditional correspondence study features, such as elaborate lesson plans and extensive assignments for written work. An examination will be given at the end of the term for determination of credit.

College Graduates Invited to Teach

TRENTON, N. J. — New Jersey's State Department of Education has issued an appeal for college graduates to become teachers in elementary schools. Three thousand copies of a booklet, "Why Not Teach?" are being distributed throughout the State.

Special courses to prepare college graduates for positions in the grade schools will be offered by three State teachers' colleges this summer, according to Dr. Robert H. Morrison, assistant commissioner in charge of higher education.

He pointed out that New Jersey will need more than 600 new elementary school teachers next September and that only 248 prospective teachers for the grade schools would be graduated from the State's teachers' colleges this year.

Many Vocational Schools Include Music

CHICAGO.—An original study just completed by Mila Vodicka of the Chicago Vocational School on the status of music in the vocational schools of the United States and Hawaii, shows that 49 of the 70 such schools responding to the questionnaire offer some instruction in music, while 20 of these schools require it for graduation.

Of the ten schools most recently established, seven provide for music in their curricula. In fifteen of the schools reporting, extra fees are charged for music courses. In 13 schools, advanced courses in music are offered.

Colleges Fear No Slump After Exit of GI's

CHICAGO. — Educators at the National Conference on Higher Education here have predicted that American College enrollment will continue at its new high level even after the veteran boom is over. The consensus was that enrollments will rise to 3,000,000 when the G.I. influx is at its maximum in 1948 and that by 1960 normal enrollments will have caught up to such an extent that the high level will continue.

John S. Allen of the New York State Department of Education saw 1947 as "the beginning of a cycle in higher education during which normal educational needs of youth . . . will be met only by extraordinary expansion of educational facilities." John Dale Russell of the U. S. Office of Education pointed out that if prewar trends had continued, even without the war and the G.I. bill, there would have been at least 2,200,000 students in colleges and universities by 1950. With increasing demand for college-trained experts and technicians, Mr. Russell said, there is little probability of educational over-production.

Among the many reasons given for the expected increase in college enrollments was the excellent scholastic record of veteran-students. "The veteran is proving society will gain much if all who are able to profit thereby are given the chance to go to college," commented W. C. Toepelman of the University of Colorado.

Air Age Education On Champlain Shores

BURLINGTON, VT.—A course in aviation education sponsored by the Army Air Forces, the Civil Air Patrol and the Civil Aeronautics Authority, taught by A. A. F. specialists, will be given this summer at the University of Vermont. It will be the first time that the Air Forces have sponsored such a program. The course will cover six topics: navigation, meteorology, theory of flight, ground operations, radio communication and physiological aspects of flight.

Says Teachers Need Selling

BOSTON. — American people have been sold on education but not on educators according to President Boylston J. Green of Emerson College.

Dr. Green gave an opinion that teachers have been victimized by poor salesmanship. "American education as we know it today," he told the woman teachers of the Boston schools, "developed during the last century and through those years education was sold to the American people. Despite all our shortcomings, our failures and follies, the American people have come back for more."

"The bad part in the salesmanship is that the American people were sold on education and not on educators. Vast sums have been laid out for libraries and laboratories, for bell towers and buildings. But no comparable sum has been expended for those who are to give the inert masses the vitalizing spark."

End of 'Dead Pan' Aim of Speech Course

EVANSTON, ILL.—Under a new program of teacher-education at Northwestern University, a group of freshmen in the University's School of Education began last month to receive speech instruction tailor-made for teachers to help them eliminate the "dead pan" expression, nervous mannerisms, monotonous tone, and indistinct pronunciation that brings boredom to pupils.

Instead of conventional courses, freshmen in the program take four units of study, including "Introduction to Personal and Professional Development." The spring quarter in the latter unit will be devoted entirely to improving the student's speech habits and cultivating the speech skills essential to successful teaching.

College Girl Called New 'Forgotten Man'

NEW YORK.—The "forgotten man" of the postwar era is the college girl in America, William G. Avirett, education editor of the New York Herald Tribune, warned the Wellesley College Alumnae Council in an address at the college.

N.E.A. Sets New Goals For Teaching Profession

CHICAGO. — A $2,000,000,000-a-year program for the advancement of the country's schools and the teaching profession has been set in motion.

The program was evolved following a meeting in New York last year to discuss the teacher-shortage crisis. The N.E.A.'s Commission on Teacher Education and Professional Standards decided that "organized teachers themselves must take the lead" if teaching is to achieve attractive social, economic and professional standards.

A first step in the campaign has already been taken, namely, the widespread newspaper attention given to the teacher shortage. Through organized activities of the teachers the selection of good prospective teachers from high school classes will take place as the four-point program is set in motion:

1. Establishment of a minimum salary of $2,400 for a beginning teacher with four years of college and professional training. Salaries to increase to $5,000 to $6,000 for long-experienced and highly prepared teachers.

2. The promotion of acceptance by the organized teaching profession of the responsibility for the advancement of teacher education and professional standards.

3. Stimulating teacher-education through scholarships for selected high school graduates. In some states, legislative proposals for such scholarships from public funds are pending.

4. The formulation of goals for making teaching a profession. A twelve-point minimum statement of such goals has been adopted by the commission. Among these points are the following:

Immediate elimination of emergency teaching permits, but in no case by the lowering of regular certification standards.

Raising of certification requirements for new teachers in every state to a minimum of four years of thorough professional preparation; continued progress in advanced states by the adoption of a minimum requirement of five to six years of professional training.

A maximum class of twenty-five or thirty pupils, with teachers in high schools and other departmentalized schools dealing with a maximum of 100 pupils a day in four, or at most, five classes.

Refusal by colleges and universities to admit students of low ability into teacher-preparation curriculums.

Increase of $2,000,000,000 in financial support for public schools from local, state and Federal sources.

Financial support of teacher-preparation institutions by an amount per student equal at least to the average expenditure per student for other types of general and professional higher education.

Effective tenure, retirement and tax legislation extended to all states and institutions.

Cooperative in-service education programs for teachers, with adequate financial support.

The commission's immediate program calls for a national conference on professional standards prior to the Cincinnati meeting of the N.E.A. assembly opening July 7.

"The unprecedented impact of the male veteran on higher education has absorbed the lion's share of public attention," he said, "and it is imperative that the college girl should not be submerged."

U.S. to Set up Model School in Bremen

BREMEN, GERMANY. — Despite the lack of textbooks and school buildings, United States ideas on education are infiltrating into the German school system. For the first time since the pre-Hitler days co-education will be reintroduced here in thoroughly revamped elementary schools.

In this newest of the four states in the United States zone, one-third of the 60,000 students will get an opportunity to study in schools whose curriculums and general set-ups have been reorganized to give the children a sense of democracy.

According to Dr. Ernest A. Flotow, chief of the education and religious affairs branch of the United States Military Government here, it will be the first actual implementation of Allied policies for the education of German youth.

It is hoped the Bremen school plan will serve as a model for the rest of the United States zone and the British zone, particularly in such states as Bavaria, whose education plans have not been accepted by the United States Military Government.

Mississippi U. Tries New History Methods

UNIVERSITY, MISS.—An innovation in history instruction has been introduced at the University of Missippi, according to Dr. James Silver, head of the history department. The policy of inviting prominent historians and heads of history departments at other universities to lecture here on historiography and methods of writing history has proven profitable and popular, Dr. Silver said.

Another new method of study, initiated this semester, establishes as a prerequisite for an advanced degree a minimum of a week's training under Dr. William D. McCain, state archivist, at Jackson.

Chapel Hill Offers City Planning Course

CHAPEL HILL, N. C. — A department of city and regional planning—part of a comprehensive curriculum in public service—has been announced by the University of North Carolina. The department has been set up to meet the need for competent personnel to direct the development of urban and rural communities. Towns, counties and states of the southeast will serve as laboratories where students can study the problems of particular areas.

Workshop on Physical Ed. For College Women

ESTES PARK, COLO.—The National Association of Physical Education for College Women will sponsor a summer workshop in Physical Education on "Meeting the Needs of College Girls" at the Estes Park Y.M.C.A. Conference Grounds from June 18 through 27. Conference details together with registration blanks may be secured by writing Mabel J. Shirley, St. Olaf College, Northfield, Minnesota.

Hearing Society Announces Scholarship

WASHINGTON, D. C. — A $100 scholarship for prospective teachers of the hard of hearing will be offered in 1947 by the American Hearing Society. The award, known as the Kenfield Scholarship for Teacher Training Courses for Teachers of Hard of Hearing Adults, may be used at any school or university offering a course acceptable to the Teachers Committee of the AHS.

Application must be filed before June 1 with Miss Rose Feilbach, 2431 14th Street NW, Washington 9, D. C.

You Needn't Go Abroad To Study Swedish

CHICAGO. — The third annual session of the Summer School for Swedish Studies will be held at North Park College from June 30—August 22, 1947. An intensified method of language study is used, designed to give in eight weeks a knowledge of conversational Swedish sufficient for a visit to Sweden and thorough enough for the reading of simple Swedish prose.

A brochure describing the school may be secured by addressing: Summer School for Swedish Studies, 3225 Foster Avenue, Chicago 25, Illinois.

Intercultural Workshop For San Diego

SAN DIEGO, CALIF. — An Intercultural Education Workshop, modelled on that sponsored by the University of Southern California, will be held at State College from June 23 to August 1, 1947. Joining in the venture will be San Diego City and County Schools, State College, UCLA, the Pacific Coast Council on Intercultural Education and other west coast universities.

Dr. Stewart G. Cole will direct the workshop. Among those associated with him will be Ruth Tuck, author of "Not With the Fist" and consultant on Mexican-American life. The workshop will carry six units of graduate credit.

Dates Set for Broadcast Conference

CHICAGO. — The Eleventh Annual School Broadcast Conference will meet October 26 to 29 at the Hotel Continental here.

Outstanding feature of the fall meeting will be the exhibit of new equipment, transcriptions and records. Space has been increased to handle a larger number of exhibitors and the scope of the exhibit has been enlarged to include visual as well as classroom aids.

Definite schedule of discussions and meetings will be announced after a meeting of the Advisory and Executive Committees to be held in connection with the Annual Institute for Education by Radio this month in Columbus, Ohio.

Pittsburgh Schools Appeal To State For Relief

PITTSBURGH.—Public education here is up against a stone wall which only the state legislature can remove. This, in substance, is what Supt. E. A. Dimmick tells the press, the state superintendent of public instruction, the Governor and everyone else who ought to know.

The city schools need to raise the pay of teachers by $350. A program of building construction and improvement is overdue. Modern texts and teaching devices should be purchased. Next year's budget is figured at fifteen million. The following year another million will be needed.

But Pittsburgh and Philadelphia are limited by state law in the real estate tax they can levy for schools. The limit is 11.75 mills. Also real estate values have been going down in the city. The superintendent foresees the next two years running the schools into the red by some five million dollars. Either the legislature must act to provide increased or special taxes, or a generous grant from state funds, or the Pittsburgh schools must resort to larger classes, neglect of school plant, and general retrogression. And Pittsburgh has been proud of its record as one of the nation's most advanced communities, educationally speaking.

To make matters more pressing, the legislature won't meet again until 1949.

Australian Professors Form Trade Union

SIDNEY, AUSTRALIA. — Following years of unsuccessful effort to raise the salaries of university professors and teachers to a figure fitting their academic qualifications, more than 200 members of Sydney University Teacher's Staff Association have now decided to turn the association into a trade-union. If the Staff Association is granted registration by the Arbitration Court it will become, it is be-

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lieved, the first University trade-union in the world.

Commenting on the situation, a responsible Sydney daily says: "A University should be the cultural powerhouse of the community. It can't be expected to provide illumination if we neglect the dynamos. A skinflint policy of higher education hits ourselves, either today or in the next generation. Salary figures show that for years the University's staff has been so stinted or underpaid that it has become virtually a depressed class."

School Savings Make Post-War Comeback

NEW YORK.—A million and a half pupil-depositors in 3,500 schools participating in school savings activities have an aggregate bank balance of approximately forty million dollars, according to Rowland McElvare, chairman of the Committee on School Savings Banking of the American Bankers Association.

Reporting on the first survey on school savings accounts since 1941, Mr. McElvare said that the program, virtually discontinued during the war years in favor of the sale of war bonds and stamps, has made a "very satisfactory comeback within a short time." In some communities, school banking is at an all-time high. The committee called special attention to progress made in Cleveland, Ohio; New York City; Worcester, Massachusetts; and Yonkers, New York.

French Educating Younger Germans

BADEN, GERMANY. — The French Military Government is concentrating heavily on the regeneration of the school system and the reorientation of young people to further the desire for security from future German aggression. By-passing the adult denazification measures in vogue in the American zone, the French have done far more in the field of practical education than have the Americans, according to Mme. Isidora Giron, in charge of the educational program.

Already the French have issued 5,000,000 revised textbooks. In teacher-training, the French seek to create a reservoir of non-Fascist teachers by a system of normal schools to which German students will be sent at the age of 12 or 13 for six years. At 18 they will be qualified to teach in primary schools.

Princeton Group Will Talk on Anything

PRINCETON, N. J.—Princeton University's Whig - Cliosophic Society, 182-year-old political and debating group, has started something new this spring. Its student-operated speakers bureau now is furnishing qualified speakers free of charge for any public institution or service organization in this area.

Sixteen speakers, majoring at Princeton in one of the social sciences or in the school of public and international affairs, are offering twenty-two topics for presentation.

"In the event the range of choice proves inadequate, we shall do our utmost to meet your needs," Leopold Diel, the bureau's director said.

Grins Between Grinds

FAIR AS POSSIBLE

An old gentleman was visiting the cemetery where he had laid away two wives. Meeting the caretaker, he said "When my turn comes I want you to dig my grave exactly half way between my two wives. But," he added, "tip me a little more toward Susan."

ECONOMIST

The first grade was reading the story of Patty, who went to the store to buy candy and then couldn't find her money.

"What do you think Patty said when she couldn't find her penny?" the teacher asked.

"Charge it." answered the little boy in the back row.

ALL OUT

After reading the ads, a housewife decided shortages must be nightmares of the past and called a department store to do some telephone shopping. First she asked for an electric mixer and was told they didn't have any.

"How about washing machines, then?"

"Nope."

"Well, how about an electric iron?"

"Lady," was the tired answer, "That's three strikes and now you're out."

PERFECT DEFENSE

Five-year-old Willie had been taught that Sunday is not a day for play. One Sunday morning his mother found him sailing his toy boat in the bathtub.

"Willie," she said, "don't you know it's wicked to sail boats on Sunday?"

"Don't get excited, Mother," he replied calmly. "This isn't a pleasure trip. This is a misionary boat going to Africa."

THOSE PROFESSORS

Three professors were sitting in a railway station waiting for a train. They became so deeply engrossed in conversation that they failed to notice when the train arrived. In fact, not until it was pulling out did they see it. All three sprinted with great diligence, and two of them caught the train.

The third was standing dejectedly on the platform when a waggish bystander said, "Why look so sad? Two out of three made it. That's a pretty good average."

"Yes, I know," sighed the professor, "but they came to see me off."

OWED TO THE DAY

Two married men were discussing their joys and sorrows.

"My wife," said one, "is very poetic. She gets up at sunrise, wakens me and says, 'Lo, the morn.' "

"Huh," said the other. "My wife wakens me and says, 'Mow the lawn.' "

SERVICE PLUS

Tired ofter a hard day, a distinguished congressman in Washington handed the menu back to the waiter and said: "Just bring me a good meal."

A good meal was served and the congressman gave the waiter a generous tip.

"Thank you, suh," the waiter said, " 'nd if you got any friends what can't read, yo' jus' send 'em to me."

ALTRUISTIC

"Have you said your prayers?" asked Willie's mother.

"Of course," said the child.

"And did you ask to be made a better little boy?"

"Yes—and I put in a word for you and father, too."

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